

Successful Practices in Secondary Transition for Continuous Improvement

Indicator 13 IEP Review Checklist 2014-2015

District/School Building: _____

Teacher Name: _____

Date: _____

☐ Pre-Review

☐ Post-Review

Name of Reviewer(s): _____

Reviewer:

☐ IU

☐ PaTTAN

☐ Special Education Administrator

☐ Other

Special Education Administrator Signature: _____

IEP Alignment Table

Use the grid below as you review the IEP to keep track of the alignment between Specific Student Needs, Present Educational Levels, Transition Grid and Measurable Annual Goals, Specially Designed Instruction, or Related Services.

Specific Student Need	Present Educational Levels	Transition Grid	Measurable Annual Goal, Specially Designed Instruction, or Related Service
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there alignment between each related Specific Student Needs, Present Educational Levels, the Transition Grid and the Measurable Annual Goals, Specially Designed Instruction, or Related Services?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Rate each item within a section as 'Yes' if all components in the question are evidenced in the IEP and other documentation. If any part is absent, rate the item as 'No.' Apply this approach to each item unless otherwise directed in the question. At the end of a section, review the instructions to determine if, overall, the summary rating for the section is 'Yes' or 'No'. Please read the directions carefully for each section, as determinations of summary ratings vary, depending on the items.

1. Is there evidence that the student was invited to the IEP meeting? <i>20 U.S.C. 1416(a)(3)(B) - PA Compliance File Review Question # 247</i>							
Locate the IEP invitation letter.	Yes	No					
Is there an IEP Invitation Letter specifically addressed to the student?	<input type="checkbox"/>	<input type="checkbox"/>					
Summary rating: If the answer to the question above is Yes, check Yes. Otherwise, check No.			<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
Comments:							

2. For transition services that are likely to be provided or paid for by other agencies, is there evidence that <u>representatives of the agency(ies)</u> were invited with <u>parent consent</u> to the IEP meeting? <i>§300.321(b)(3) - PA Compliance File Review Question # 246</i>							
Locate the current IEP and invitation.	Yes	No					
Does the IEP (Present Levels) include information regarding agency involvement? <ul style="list-style-type: none"> Representatives from agencies were invited with parent permission and it was documented in the IEP OR It was too early to determine outside agency involvement was needed and it was documented in the IEP OR Parents refused to consent to inviting outside agency personnel and it was documented in the IEP OR Because it is too early for services to begin, parents were only provided with information about agency involvement and it was documented in the IEP 	<input type="checkbox"/>	<input type="checkbox"/>					
Summary rating: If the answer to the question above is Yes, check Yes. Otherwise, check No.			<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
Comments:							

3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment? §300.320(b)(1) – PA Compliance File Review Question # 289							
Locate assessment information in the student's IEP Present Levels (section II of the IEP).	Yes	No					
A. Were age-appropriate assessments of interests and preferences conducted in order to develop postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>					
B. Were age-appropriate academic and functional skill assessments conducted in order to develop measurable annual goals and/or specially-designed instruction?	<input type="checkbox"/>	<input type="checkbox"/>					
C. Was all assessment data interpreted and utilized in the development of the present levels, postsecondary goals and transition services and activities?	<input type="checkbox"/>	<input type="checkbox"/>					
D. Is there baseline data in the present levels to support the development of the measurable annual goals?	<input type="checkbox"/>	<input type="checkbox"/>					
E. Is there evidence that assessments are updated each year?	<input type="checkbox"/>	<input type="checkbox"/>					
Summary rating: If the answer to <u>all</u> questions is Yes, check Yes. Otherwise, check No.			<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
Comments:							

4. Is (Are) there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? 20 USC 1414 614(d)(1)(A)(i)(VIII)(aa) – PA Compliance File Review Question # 290							
Is there evidence that the postsecondary goal(s) that covers education or training, employment, and, as needed, independent living are updated annually? 20 U.S.C. 1416(a)(3)(B)) PA Compliance File Review Question # 291							
Locate IEP Present Levels (section II of the IEP) AND the transition component of the IEP (section III of the IEP, also called the "Transition Grid").	Yes	No	N/A				
A. Do present education levels provide evidence that all 3 post-secondary goal areas have been considered?	<input type="checkbox"/>	<input type="checkbox"/>					
B. Is there a post-secondary goal for Education/Training OR a statement that the area was addressed by the IEP team?	<input type="checkbox"/>	<input type="checkbox"/>					
C. Is there a post-secondary goal for Employment OR a statement that the area was addressed by the IEP team?	<input type="checkbox"/>	<input type="checkbox"/>					
D. Is there a post-secondary goal for Independent Living OR a statement that the area was addressed by the IEP team?	<input type="checkbox"/>	<input type="checkbox"/>					
E. Will all goals occur after the student graduates from high school?	<input type="checkbox"/>	<input type="checkbox"/>					
F. Is there evidence that the postsecondary goal(s) are updated annually?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Summary rating: If the answer to <u>all</u> questions is Yes, check Yes. Otherwise, check No.			<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No						
<input type="checkbox"/>	<input type="checkbox"/>						
Comments:							

5. Is there evidence that transition services include courses of study that focus on improving academic and functional achievement and will reasonably enable the student to meet his/her postsecondary goals?

§300.320(b)(2) PA Compliance File Review Question # 292a

Locate the transition component of the IEP (section III of the IEP, also called the "Transition Grid").

For **each** targeted postsecondary goal area:

Yes **No**

A. Are the courses listed by the names used in the LEA's program of studies?

☐ ☐

B. Do the courses align with the student's postsecondary goals?

☐ ☐

C. Does the student's IEP accurately reflect the student's current schedule?

☐ ☐

Summary rating: If the answer to all questions is Yes, check Yes. Otherwise, check No.

Yes **No**

☐ ☐

Comments:

6. Are there **transition services** in the IEP that focus on improving academic and functional achievement that will reasonably enable the student to meet his/her postsecondary goals? 20 USC 1401 602(34)(A) PA Compliance File Review Question # 292b

Locate the transition component of the IEP (section III of the IEP, also called the "Transition Grid").

Yes **No** **N/A**

A. For **each** targeted postsecondary goal area, is the box at the top of the grid section checked "Yes" to indicate that there is one or more measurable annual goal(s) related to that postsecondary goal?

☐ ☐

B. For **each** targeted postsecondary goal area, does the transition grid contain a reference to one or more measurable annual goal(s) **[service(s)]** addressing a skill need?

☐ ☐

C. Are all measurable annual goals referenced as **services** in the Transition Grid?

☐ ☐

D. For **each** targeted postsecondary goal area, does the transition grid contain at least one **activity** to help a student reach that goal, (e.g., college or employment visit or fair, meeting with an agency representative, job shadowing, resume preparation, etc.)?

☐ ☐

E. Based on data in the Present Level Section, if a postsecondary goal area is **not** targeted, is the related grid section left blank?

☐ ☐ ☐

Summary rating: If the answer to all questions is Yes or Yes and N/A, check Yes. Otherwise, check No.

Yes **No**

☐ ☐

Comments:

7. Are there measurable annual IEP goals based on needs identified in present levels that will reasonably enable the child to meet the postsecondary goal(s)? Indicator 13 language - PA Compliance File Review Question # 292c

Locate the annual goals pages in the IEP (section V of the IEP). Review each annual goal.

Does each annual goal (and short term objective) contain:	Yes	No		
A. a condition?	<input type="checkbox"/>	<input type="checkbox"/>		
B. the student's name?	<input type="checkbox"/>	<input type="checkbox"/>		
C. clearly defined behavior (observable and measurable)?	<input type="checkbox"/>	<input type="checkbox"/>		
D. performance criteria including:				
1) level of performance (how well?)	<input type="checkbox"/>	<input type="checkbox"/>		
2) number of times needed to demonstrate mastery (how consistently?)	<input type="checkbox"/>	<input type="checkbox"/>		
3) evaluation schedule (how often?)	<input type="checkbox"/>	<input type="checkbox"/>		
Summary rating: If the answer to <u>all</u> questions is Yes, check Yes. Otherwise, check No.			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comments:				

Summary: Does the IEP meet the requirements of Indicator 13?

Count the number of Yes and No ratings and record below:			Overall summary rating: If the answer to all 7 questions is Yes, check Yes. Otherwise, check No.	
# of Yes summary ratings:	# of No summary ratings:	Total summary ratings: <small>(Note: If total does not equal 7, count again.)</small>	Yes	No
			<input type="checkbox"/>	<input type="checkbox"/>
Comments:				